The world is changing.
Meet the future.

Response to Intervention as an Organizing Framework: Who, What, Why and How

Virginia Department of Education

June 27, 2011

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Colorado Springs School District 11
Colorado Springs, Colorado

Session Objectives

~ A Beginning Look at Applying an RtI Framework/Establishing the Urgency

~ RtI Across Levels of a System-Specific RtI Efforts in Elementary And Secondary Schools

~ Components to Successful Implementation of the RtI Framework in a District

~ Professional Development/Data Management/Funding/Systems Change

~ Results/Next Steps

Some Biases

- In our current contexts, we ALL need to talk about ALL kids –there can no longer be "your kids" and "my kids", they're all "our kids"
- We need to think of gifted students, we need to think of students who are doing great based on Core Instruction alone AND we need to think about students who are struggling
- Historically, American education has placed students into lots of different adult-created and instructionally irrelevant "categories" (Title 1, SPED, Gifted, At Risk etc.)
- The key to ALL is EVERY
- To get there, we are going to have to think differently

- RTI is about success for all kids
- RTI can apply to all grades (k-12)
- RTI is about bringing what works into schools and supporting it

Take Home Points

- Everything from here on out represents guidelines, not absolutes
- The problems are the same everywhere you go
- The principles for solving them are the same
- The SPECIFICS will be different in your setting
- Your solutions will differ from our solutions

Establishing the Urgency

- Student Achievement
- Closing the Achievement Gap
- Integrating 21st Century Skills
- Multi-tiered instruction
- Aligning Continuous Quality Improvement and Response to Intervention
- Positive Behavior Supports

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Goal:

become a **data driven culture**

so that we can be responsive

to the learning needs of *all students*

using the

response to intervention model (RtI).

COLORADO SPRINGS SCHOOL DISTRICT 11

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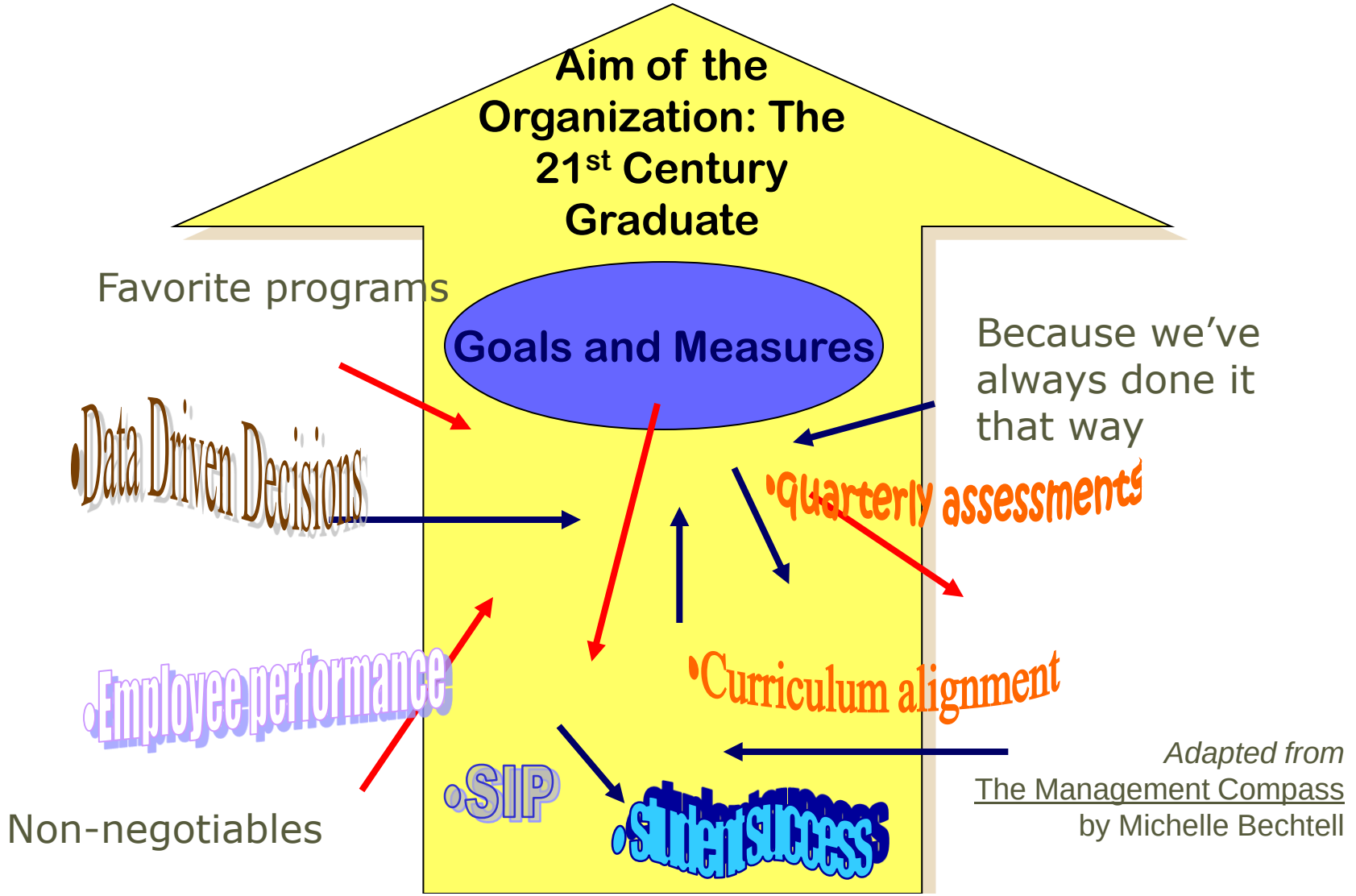
Goal:

To scaffold what we do in **valid research**

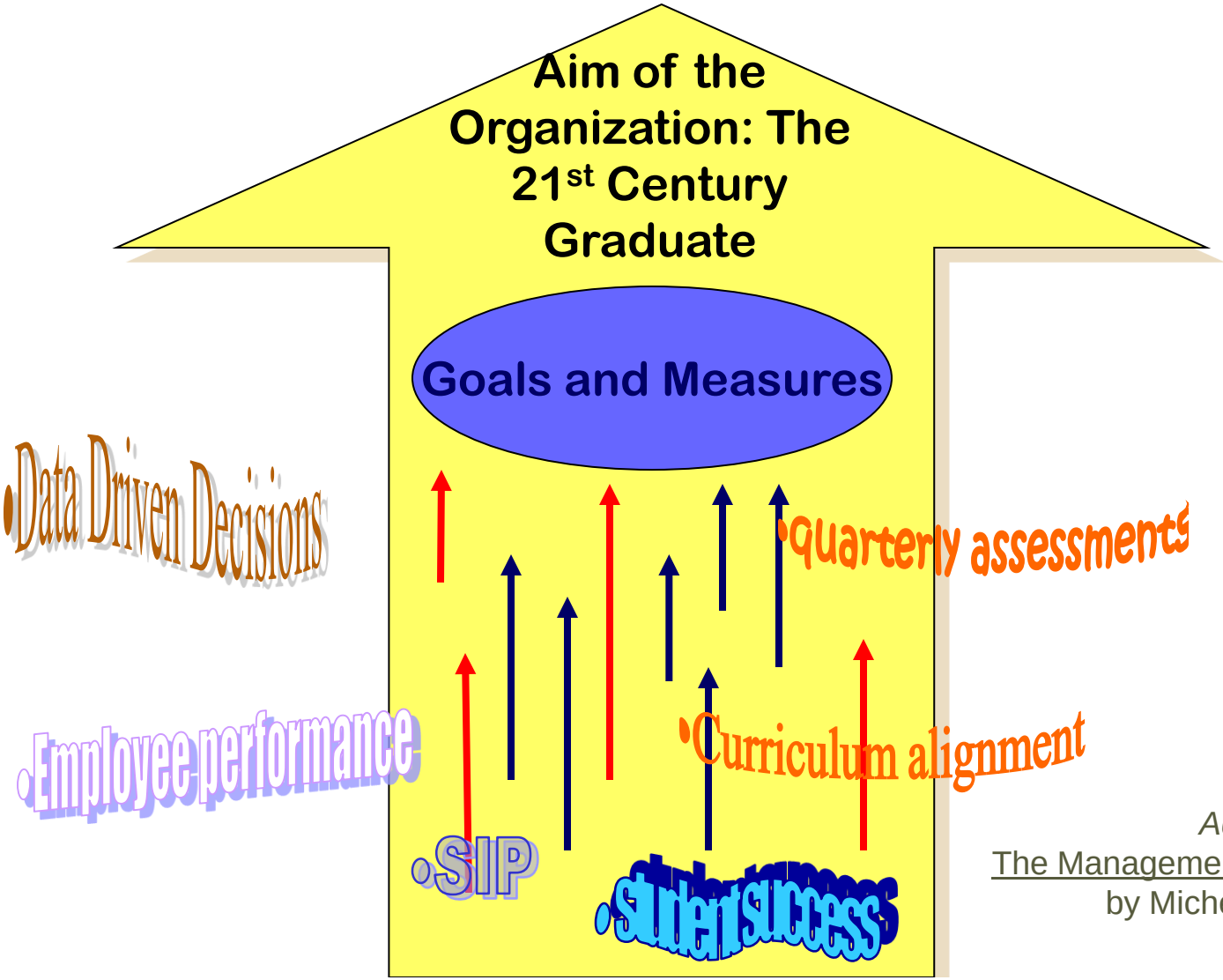
and **use data** to evaluate

the effectiveness of instruction and program implementation

with the Continuous Quality Improvement (CQI) Model



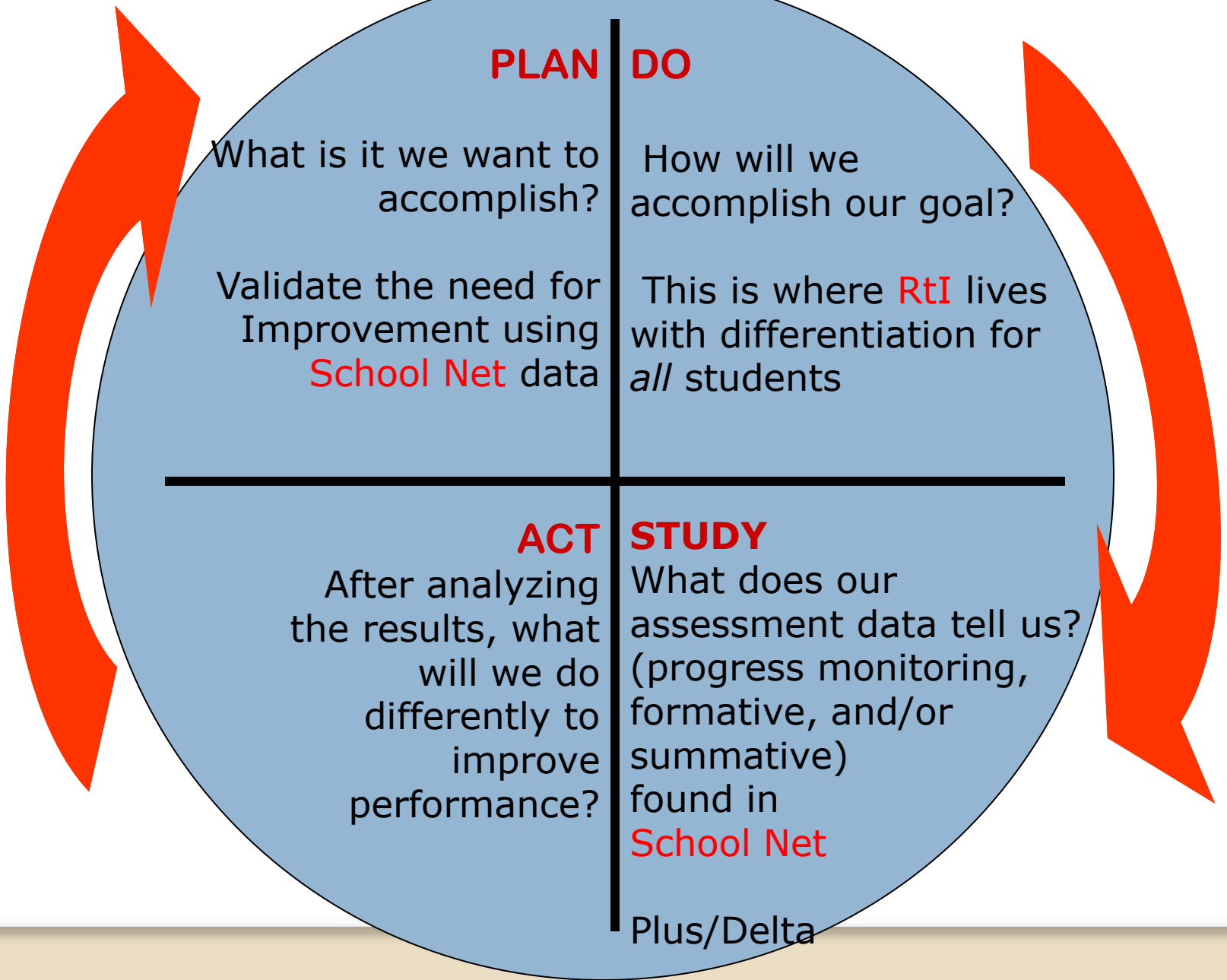
Random Acts of Alignment



Adapted from
The Management Compass
by Michelle Bechtell

Aligned Acts of Improvement

Plan-Do-Study-Act Review

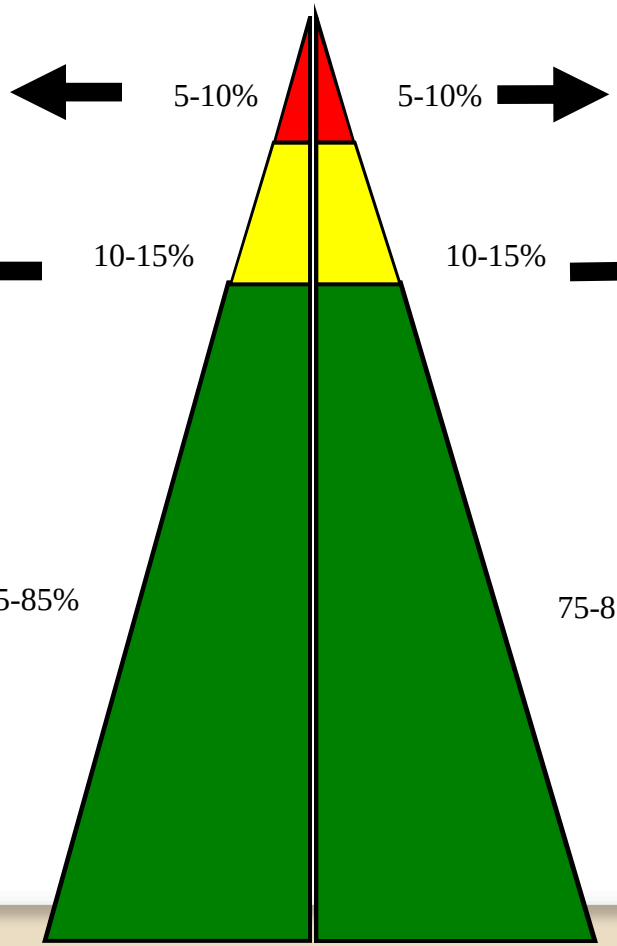


A Smart System Structure

Enter a School-Wide Systems for Student Success

Academic Systems

Behavioral Systems



Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

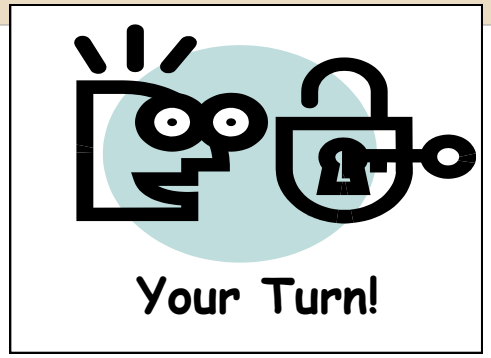
Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All students
- Preventive, proactive

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All settings, all students
- Preventive, proactive



As a table team discuss the following:

- What process is in place in your School/District System to ensure all your arrows are aligned?
- Is that process full cycle so that you have the opportunity to revisit and reconfirm you are headed in the right direction?

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Success for ALL Students

Response to Intervention:

Response to Instruction

Framework to Increase Student Learning and Close the Gap

MTSS in the LEARN Act

MULTI-TIER SYSTEM OF SUPPORTS

The term **"multi-tier system of supports"** means a comprehensive system of differentiated supports that includes **evidence-based instruction**, universal screening, **progress monitoring**, formative assessment, and **research-based interventions** matched to student needs, and educational decision making using student outcome data.

Why RTI?

- More than two-thirds of 4th & 8th graders cannot read at proficiency (NCES, 2003)
- 37% of 4th graders cannot read at basic level
- 56% of poor 4th graders cannot read at basic level
- 80% of children identified as Specific Learning Disabled (SLD), really just have reading problems because the right strategies were not used with them during reading instruction
- Poor readers at end of 1st grade almost never acquire grade level reading
- If not reading on grade level by 3rd grade, odds of ever reading on grade level are 1 in 17
- In 4th grade, need 2 hours of instructional time to make same gains as make in 30 minutes of instructional time in kindergarten.
- Use of discrepancy approach for SLD identification results in "wait to fail"
  - Not identified until 3rd grade or later.

District 11 Multi-Tiered Model of Instruction and Intervention

Intensive Level

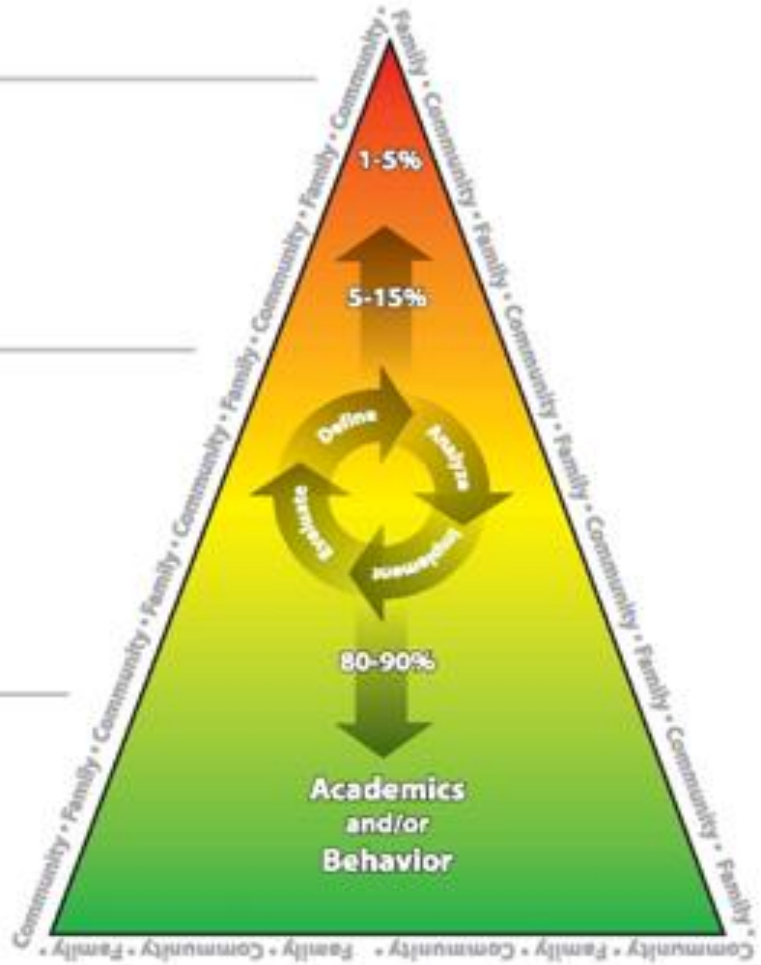
Interventions are provided to students with intensive/chronic academic and/or behavior needs based on ongoing progress monitoring and/or diagnostic assessment.

Strategic Level

Interventions are provided to students identified as at-risk of academic and/or social challenges and/or students identified as underachieving who require specific supports to make sufficient progress in general education.

Universal Level

ALL students receive research-based, high quality, general education that incorporates ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings.



RtI History

- Increased concern about the continuing rise in the number of students identified as learning disabled.
- 2001 U.S. Department of Education - the Response to Intervention process was endorsed to identify and address learning needs in students as early as possible in their educational experience.

RtI History

- Congress passed the Individuals with Disabilities Act of 2004 authorizing local educational agencies to use RtI.
- A multi-tiered intervention option is recommended as a means to integrate educational problem-solving across educational levels, consistent with IDEA and NCLB and scientific research.
- Discrepancy Formula in Colorado disappeared as of August 15, 2009.

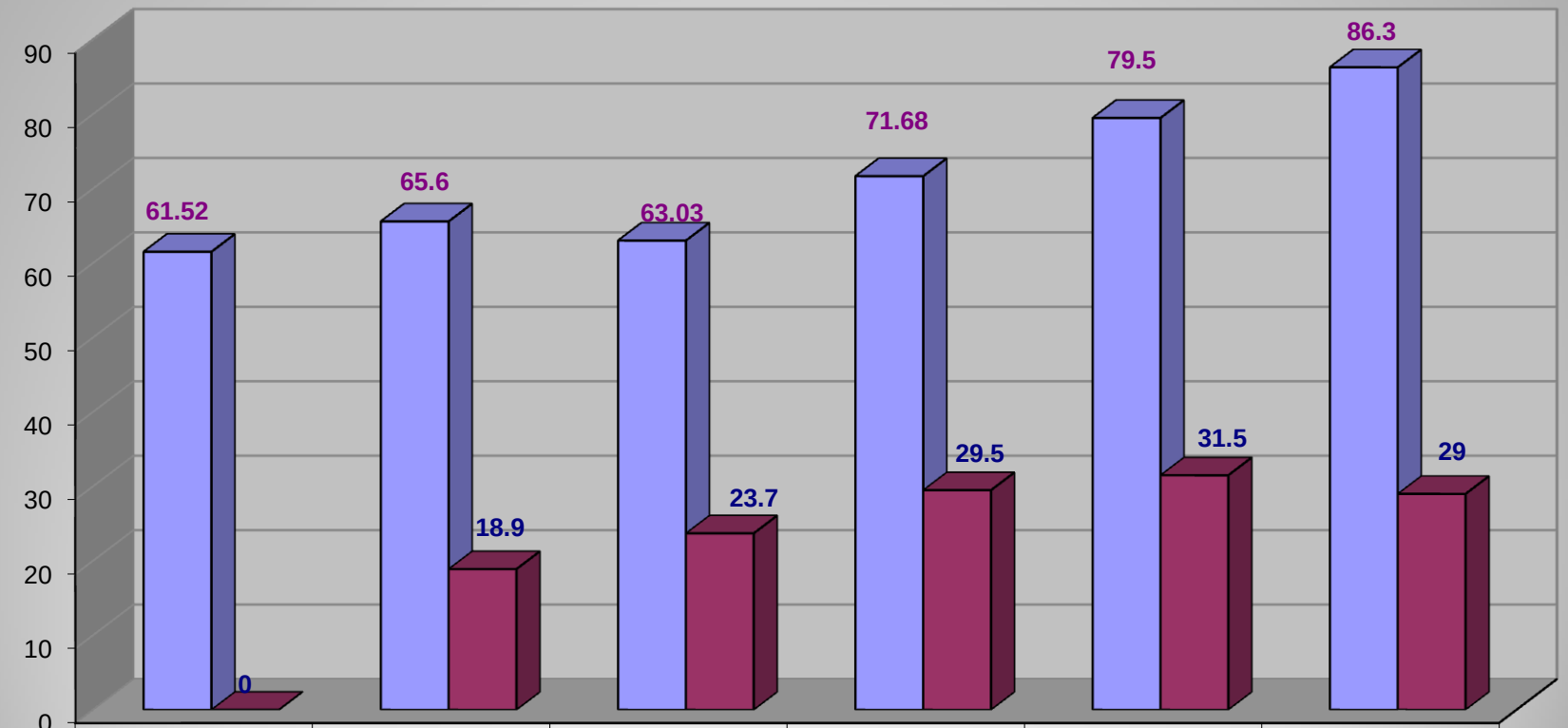
Holmes Middle School Story

2455 Mesa Road
Colorado Springs, Colorado
(719) 328 - 3800

Holmes Middle School Demographic Information

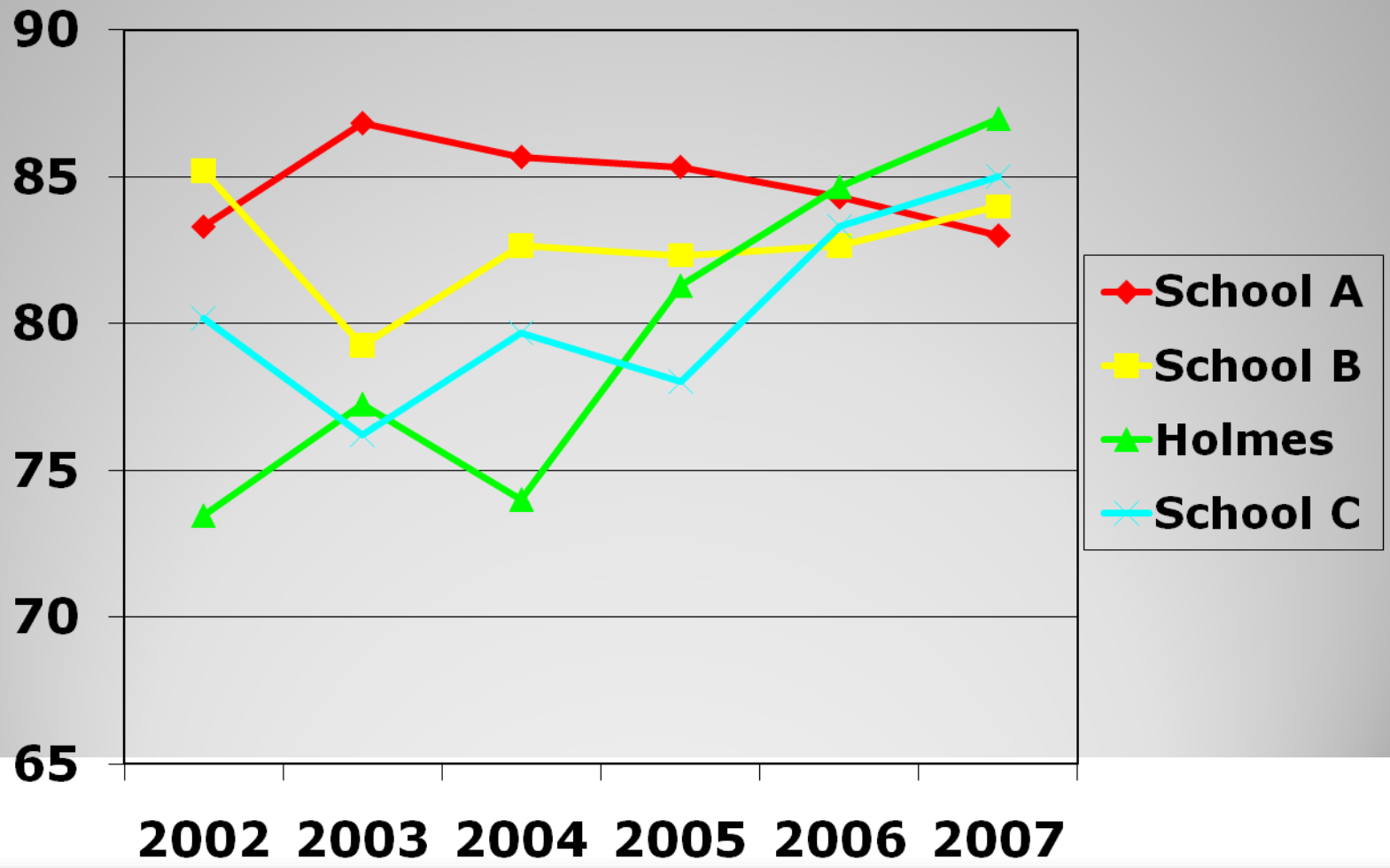
American Indian	1%
Asian American	2%
African American	5%
Hispanic /Latino	15%
European American	77%
Free/Reduced Lunch	29%
English Language Learners	1%
Students with Disabilities	8%
Gifted & Talented	20%
Stability Rate	95.5%
Attendance Rate	93.6%

Holmes MS Average % P&A in Math and Reading/FRL

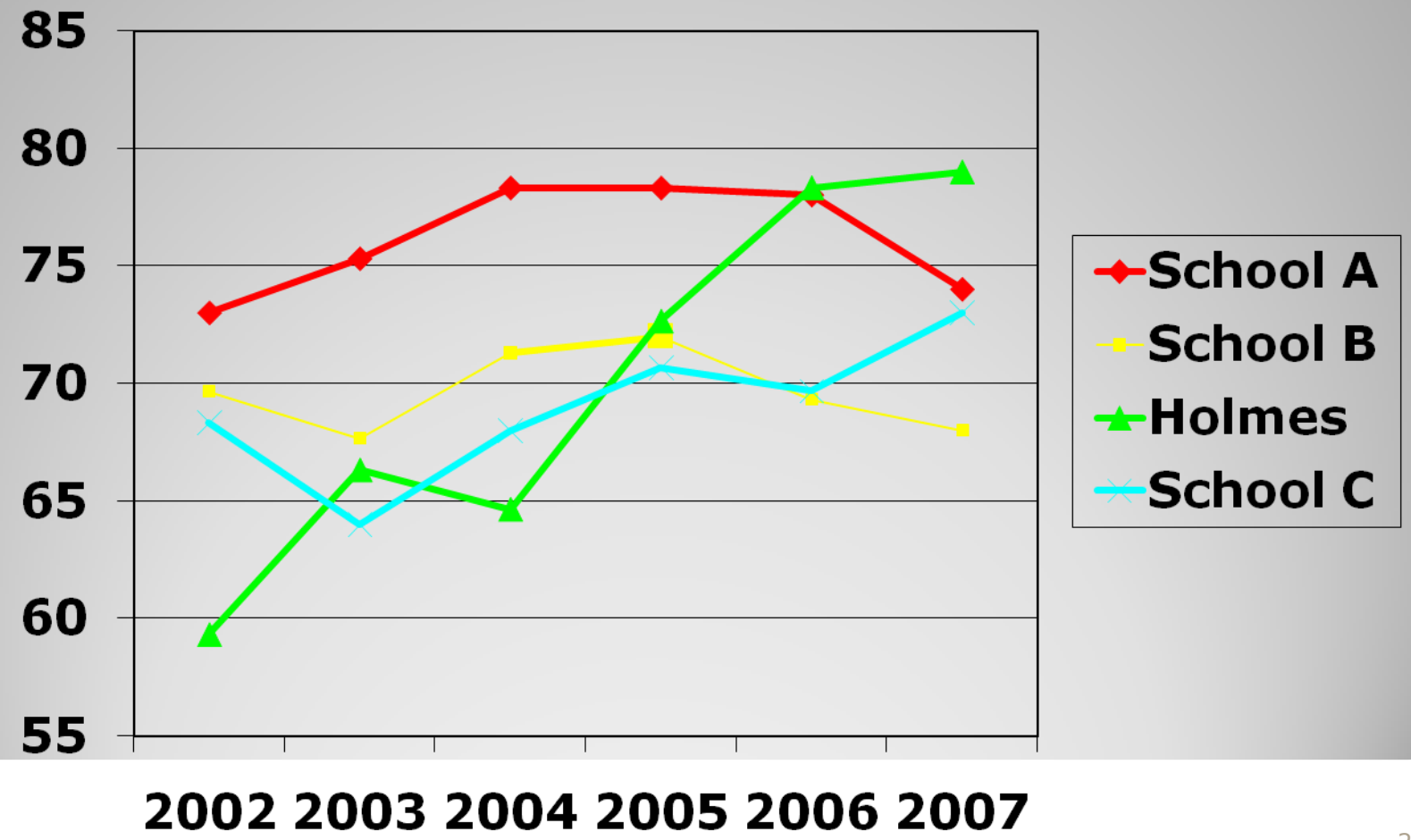


	02	03	04 (CQI &RtI)	05 (RtI)	06 (RtI)	07 (RtI)
P&A	61.52	65.6	63.03	71.68	79.5	86.3
FRL	0	18.9	23.7	29.5	31.5	29

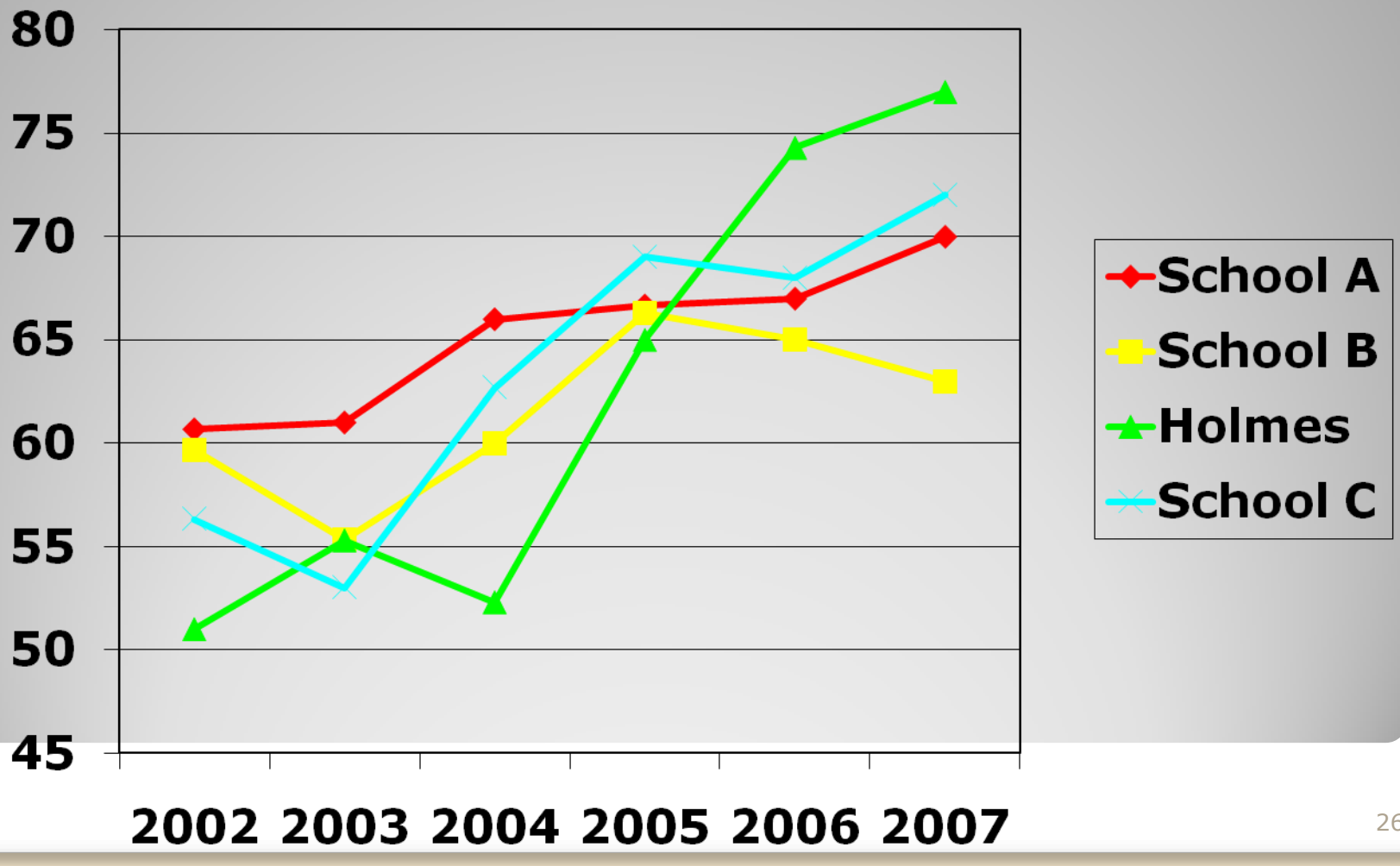
Average % P&A in Reading Compared to Area Middle Schools



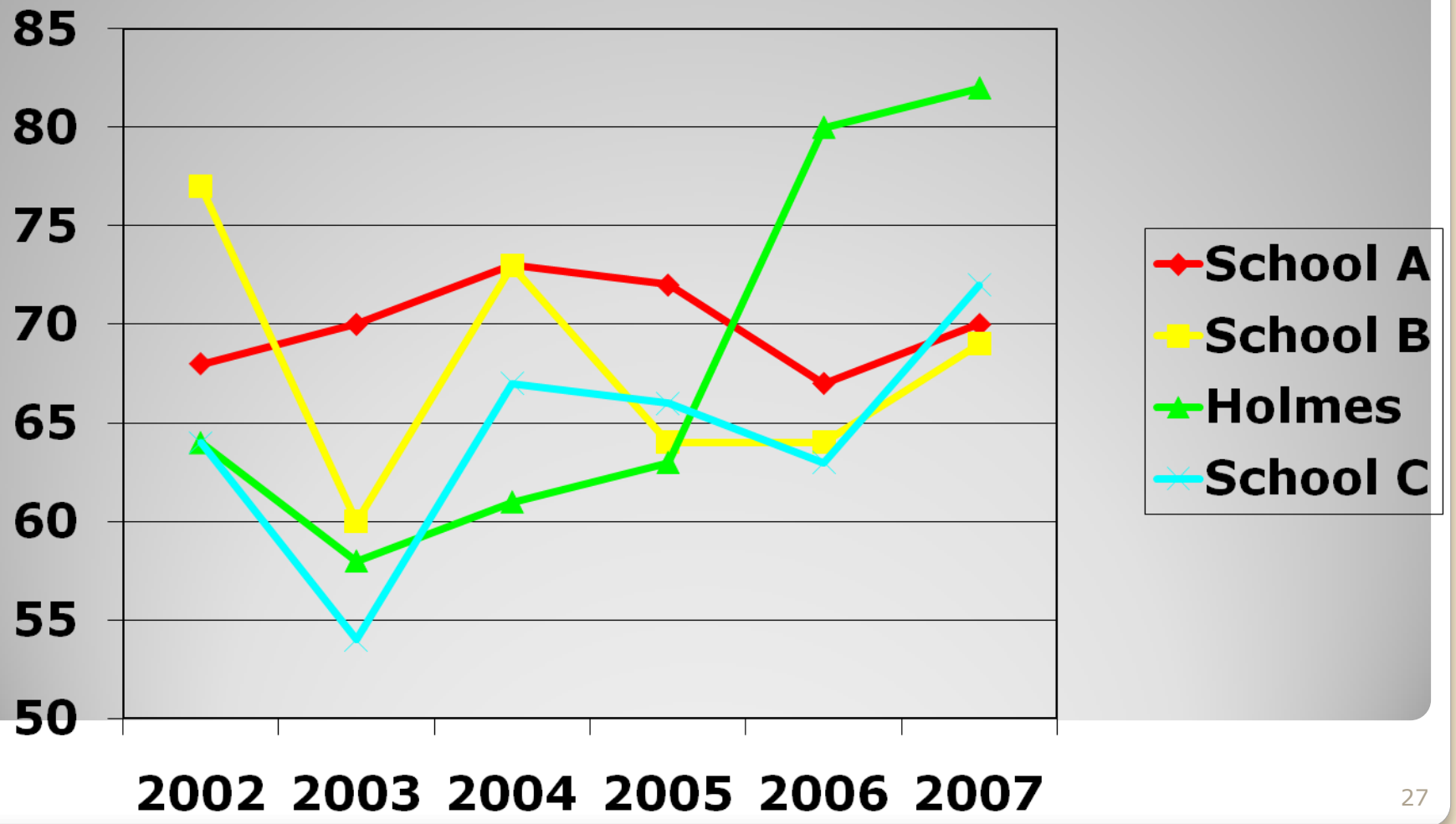
Average % P&A in Writing Compared to Area Middle Schools



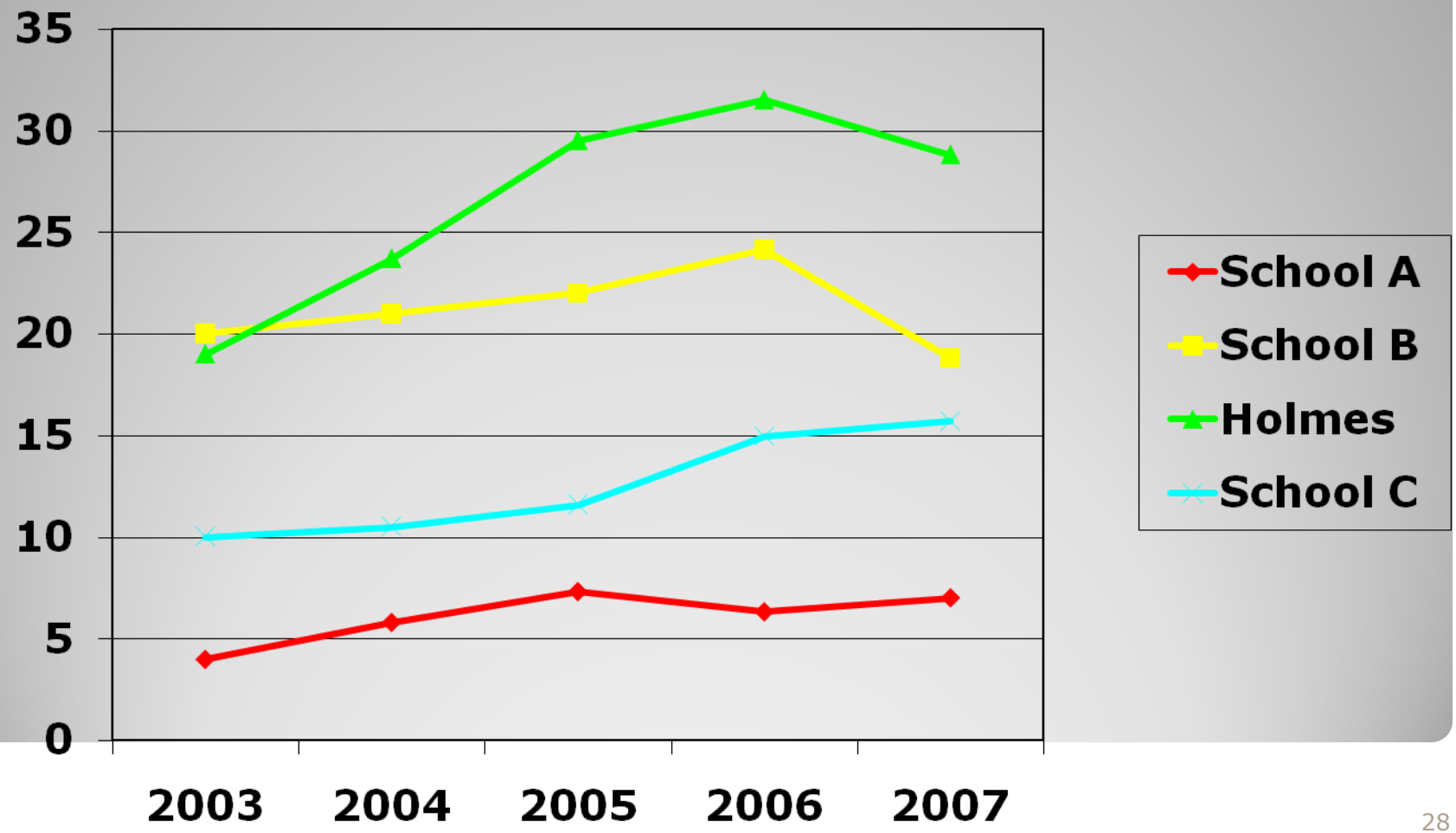
Average % P&A in Math Compared to Area Middle Schools



Average % P&A in Science Compared to Area Middle Schools



Percent of Students on Free/Reduced Lunch



RtI Building Blocks
Six Components

- Leadership
- Curriculum and Instruction
- School Climate and Culture
- Problem Solving Process
- Assessment and Use of Data
- Family and Community Involvement

Organizational Structure & Processes Assessment and Use of Data

- Student portfolios
- Quarterly common assessments in core content areas
- School-wide writing rubric
- CBM's (Curriculum Based Measurements) used by teachers
- SuccessMaker Data
- Study Island Data

Organizational Structure & Processes Assessment and Use of Data

- CQI Principles/Data Driven Decision Making
  - Student Data Folders
    - Systematically analyze personal data
    - Set goals
    - Devise a plan of action
    - Monitor progress & adjust accordingly
  - Analysis of Data by Teachers
  - Goal Setting w/ Plan-Do-Study-Act Cycle
  - Getting to the Root Cause
  - Teacher meetings with principal individual

Organizational Structure & Processes Assessment and Use of Data

- Teacher Data Folders
  - Longitudinal data of student work.
  - To be reviewed by principal with each staff member quarterly.
  - Based on reading writing, science and math scores.

Organizational Structure & Processes Assessment and Use of Data

- Data Folder Contents
  - Student Friendly State Assessment Indicators
  - Student Continuous Quality Goal Sheet
  - Student State Assessment Data
  - Action Plan Sheet or Plan/Do/Study/Act Chart
  - Continuous NWEA-MAP Testing & Quarterly Assessments
  - State Assessment Prediction Sheet
  - State Assessment Testing Rubric

STUDENT PDSA TEMPLATE

NAME_____**CONTENT**_____**DATE**_____

PLAN: Write measurable goals (Review your data sheets and identify sub-content areas you may need to work on) *For example:* I will increase my _____score by (content area) _____points to achieve a proficiency rating of (#) _____in the low, middle or high (PP, P, A) range_____. (L,M,H)	**DO:** (What steps can I complete to reach my goals?) I Will…… 1._____ 2._____ 3._____
ACT: What do I do if I have not met my goals? *For example:* (write homework goals, attend homework help, tutoring)	**STUDY:** How do I know I've met my goals? Homework and class assignment grades CSAP MAPS Classroom Assessments Common Writing Assessment Reading/math CBM probes

Summary of Core Data Folder

- Students reviewed frameworks for 6th grade (reading, writing, math)
- Students list strengths and weaknesses
- Individual conferences
  - **Discuss areas of strengths and weaknesses as they correlate to test scores**
  - **Determine individual goals**
- Students determine activity to assist in meeting goal and way to chart data
- Each quarter, re-evaluate goal and change if needed

Organizational Structure & Processes Assessment and Use of Data

Getting to the Root Causes

The Data Cycle

Collection

Disaggregating

Analysis

Reflections & Awareness

Problem Solve

Adjustments

Monitoring

Jenkins Middle School Story
Putting It All Together

RtI, New BLT, Walkthroughs and the Coaching Model

Best Practices

- Learning Objectives (stated and revisited)
- Monitoring/Individual Assistance
- Rubrics
- Teaching to Advanced
- Dignifying Student Responses
- Evidence of Planning and Preparation
- Exemplars (posted and used by students)
- Assessment Matrix
- SBE Reporting
- Use of Physical Space (Purposeful and Effective)
- Leading to Learning Through Questioning
- Nonverbal Feedback
- Pace of Instruction
- Engagement Strategies (choice, novelty, variety, relevancy, etc)

Best Practices Continued

- Essential learnings
- Higher Level Thinking Skills
- Checking for Understanding (thumbs up/down, etc.)
- Modeling
- Overall Environment / Tone of Classroom
- Varying Student Response for Engagement
- Cueing
- Specific Feedback
- Classroom Assessment Strategies
- Bringing Back Previous Learning
- Differentiation

Marzano's Essential Nine

- Identifying similarities and differences
- Summarizing and Note taking
- Reinforcing and Providing Feedback
- Homework and Practice
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Generating and Testing Hypotheses
- Cues, Questions and Advanced Organizers

Team Level RtI

- Once a week, the grade level teams will have meeting to discuss kids on the team. We will start as a whole group ant then move to small groups. (Monday 5,6,7)
- Administrators will also be present whenever available.
- The data collection page will be used to chart progress on probes that are not in the AIMS web system.
- SPED can attend when requested.
- The data collection page and any other information gathered will be added to the Learning Plan Tab of EASy system.

Math Department

AIMS web probe in Regular Math classes at all three grade levels – once a month

•Keep data in grade book

•If a student is to be identified Tier II, begin recording data in AIMS. Student will receive a second probe for data collection purposes each month. This will result after a the student is brought up in the Team Level RtI meeting.

•Progress monitor student performance on benchmarks – first time, second time or third time pass

– annotated in notes on Zangle

•Student identified Tier II can be placed in Success Maker.

Universal Screening

•To be completed three times a year.

•Fall, Winter and Spring – This will be on the testing calendar.

•This will be all students and MAP will be used.

Language Arts Department

Department will focus on comprehension. The MAZE probe will be given monthly to chart ***regular LA class performance***.

- Keep data in grade book
- If a student is to be identified Tier II, begin recording data in AIMS. This can be accomplished by the LRT with scores sent by the regular LA teacher.
- LA will continue to use benchmarks as well, to address other components of the reading and writing
- strands identified

Universal Screening

- To be completed three times a year.
- Fall, Winter and Spring – This will be on the testing calendar.
- This will be all students and MAP will be used.

Science Department

- Experimental design and data display.
- Once a month, the science teachers will give a newly created benchmark using data given in tables to solve problems
- Results will be recorded in a grade book and be discussed at PST if necessary.
- No AIMS input will be required here.
- All students will be tested (Regular classes and Advanced)

Social Studies Department

- Social studies will support the writing efforts with data collection on the strand for generating topics and developing ideas. They will use the RAP example for data collection with a rubric. This will be accomplished monthly.

- Social studies teachers will give a prompt and have students use RAP to answer the prompt bi-monthly. This data will go in the grade book for progress monitoring. It may be discussed in PST.

- Bi-monthly, Social Studies teachers will ask kids to use the agreed upon tool to summarize a section of reading in the classroom. It will be scored with an accompanying rubric and put in the grade book for progress monitoring.

Mastery

- Mastery teachers will be responsible for continuing the fluency piece of our overall monitoring process. All "developing" Mastery classes will use a fluency/phonics probe to test students progress.

- U/PP classes will progress monitor this once monthly. Again, the data can be kept in the grade book until a student is to be identified Tier II. Mastery is a Tier I intervention. If a PST decides to look at a student for Tier II, another probe for fluency may be added to the progress monitoring. This could be the classroom teacher or the LRT.

- This will not be necessary from those with P or higher classes.

Special Education Department

- SPED students are typically Tier III students.

- While they have other interventions in place already, they will continue (on an individual basis) to be progress monitored in math and LA. This means, that while Math may use a probe quickly once a month at the instructional level, the SPED team will need to use AIMS as well at the students "true functioning grade level." We will need MAZE twice a month and Math twice a month.

- Fridays in Fundamental Skills can be the assessment days. One grade level and one instructional level probe in each content monthly.

September 2009

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	1	2	3	4 SPED MAZE
7 Labor Day school closed	8 Math Probe – Reg. Science – Data Probe LA Maze probe	9 **Initial SIP DUE DATE**	10	11 SPED Math Probe
14 Fall MAPS Window	15 Fall MAPS Window	16 Fall MAPS Window	17 Fall MAPS Window SPED MAZE	18 Fall MAPS Window PROFESSIONAL DEVEL DAY
21 Fall MAPS Window **SS Rap Probe**	22 Fall MAPS Window	23 Fall MAPS Window	24 Fall MAPS Window	25 Fall MAPS Window SPED Math Probe
28 Fall MAPS Window **Fluency Probe – Low Mastery**	29 Fall MAPS Window	30 Fall MAPS Window		

Small Team Level RtI Meeting
Student: _____
Data Collection:
Strengths:

_____
_____
Areas of Concern:

_____
_____
_____
Tier 1 Instructional Intervention
Referral to Tier 2 Intervention Team Needed? (Yes or No)

Subject	Topic	Probe 1	Probe 2	Probe 3
Math	Computation			
Language Arts	Comprehension			
Science	Data Analysis			
Social Studies	Writing – RAP			
Social Studies	Summarization			
Mastery	Fluency			

Intervention	Frequency	Duration	Positive Growth (Y/N)

Outcome Based/Learning Based Grading Protocol:

Mastery of Standard/Essential Skill Report Card	• Instead of reporting out that 70% or 80% or 90% of something was learned, report out on what was mastered. • Who wants a pilot or heart surgeon who learned 85-90% of their standards? • Require that students demonstrate complete accuracy and mastery of a skill/standard before moving on.
Choice on how to demonstrate understanding.	If we're focused on mastery of standards and essential skills, how students demonstrate mastery could be up to them.
Rubrics used	Is excellence clearly defined and laid out in clear language so that students and parents understand clearly what is expected? • Students can look at older student work and determine which work is excellent based on rubric descriptors.
Exemplars regularly provided	Are examples of excellent work and sub-standard work provided….so that learning targets and expectations are clear? • Students can look at older student work and determine which work is excellent and why.
Grades driven by/determined by assessment of learning.	What gets measured/assessed, gets taught. Do students know why they earned their grade?
Mastery of learning required.	Students who don't demonstrate mastery, relearn and get re-assessed. • An opportunity for "repair." • Flexibility of small group work after whole group instruction…during practice.
Assessment/Behavior Matrix:	Lesson/unit broken down into observable parts and graded using a class matrix. Record of progress and success immediately recorded. Behavioral
Grades NOT driven by	• Organization, homework compliance. • Ancillary skills—eg, beauty of the homework/project, perceived effort, effort, etc… • Subjective factors—eg, belief that a student did his/her best, "…and that alone is worth at least a C…" • Grades or extra points given for supplies brought in—eg, tissue, zip lock bags, etc…

PLC Movies

http://www.teachertube.com/viewVideo.php?video_id=46926&title=Example_of_a_Bad_PLC_Meeting

http://www.teachertube.com/viewVideo.php?video_id=46928&title=Example_of_a_Good_PLC_Meeting

MITCHELL HIGH SCHOOL STORY 2009-2010

Reading and Writing Achievement Plan

•Mitchell High School
•Pyramid of
•Academic Interventions

Tier 3

Intensive Interventions

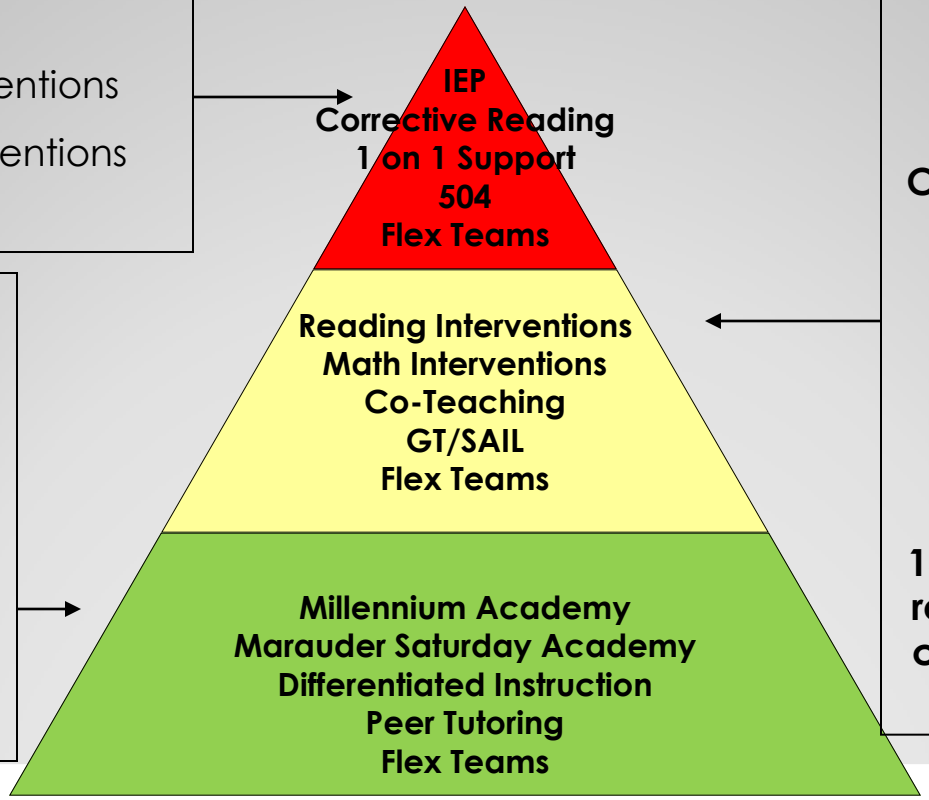
Individual Interventions

Tier 1

Ideally 80% of our student population

Universal Interventions that are research-based

This requires professional development with additional support in the classroom.



Tier 2

Targeted Group Interventions

CO-TEACHING IN ALL CORE AREAS,

MASTERY MATH,

LANGUAGE!,

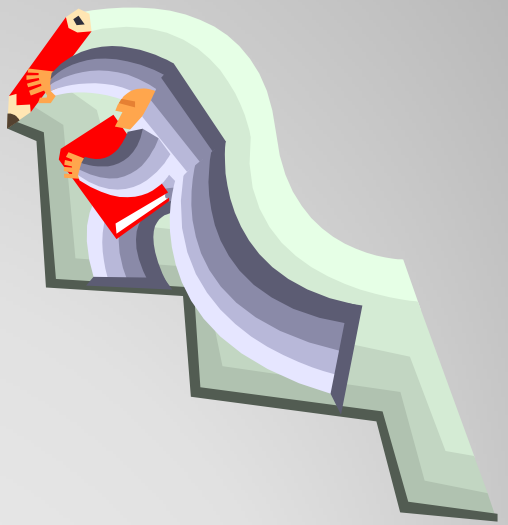
READ180,

LIT. FOR A LIFETIME

138 are currently in a reading remediation class (35% of the ILP students)

Focus On Freshmen

- …researchers have identified 9th grade as the most critical point to intervene and prevent students from losing motivation, failing and dropping out of school.



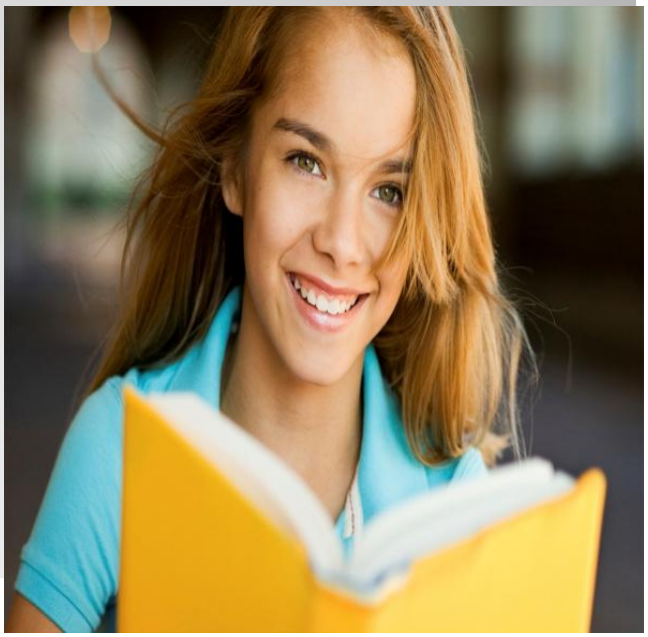
Common Sense – Focus on Literacy

- Underdeveloped literacy skills are the number one reason why students are retained, assigned to special education, given long term remedial services and why they fail to graduate from high school.

Ferrandino and Tirozzi: presidents of NAESP and NASSP

MMA (Mitchell Millennium Academy) Humanities Learning Block (English / Social Studies)

- The MMA three-period section is exclusively for targeted students who are reading below grade level.
- This class requires a READING TEACHER. The student receives an elective credit in addition to the social studies and English credits earned.

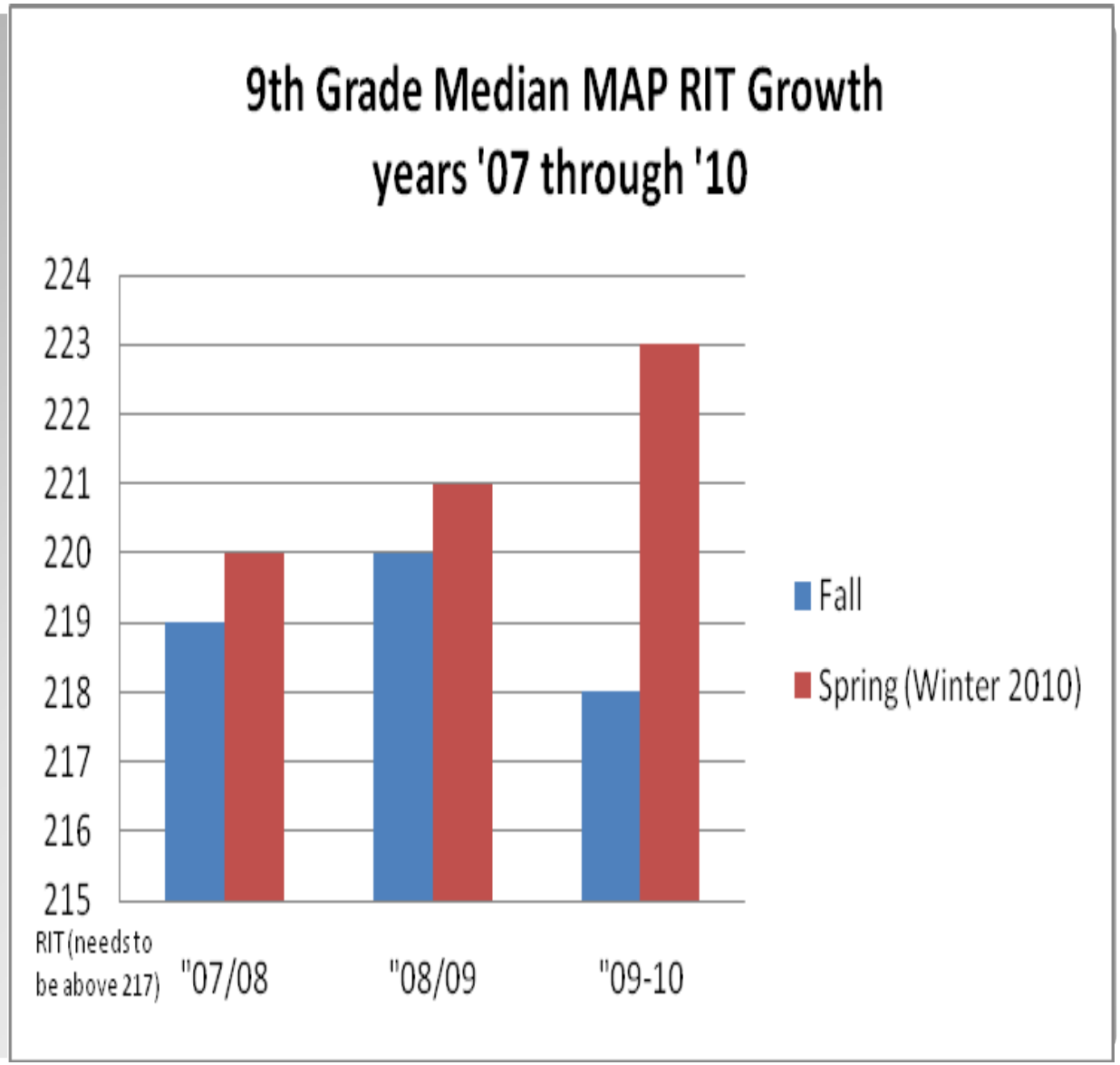


MMA Results

- 30% of the freshman ILP students have been removed from the ILP program because of reading skill mastery.
- 12% of the sophomore ILP students have been removed from the ILP program because of reading skill mastery.

*Historically, few ILP students have been removed

MAP results are a predictor. This year, more of our 9th grade students will be proficient or show significant growth on the March 2010 CSAP test than in any previous year.



Professional Development

- PLC Release Time
- Team teaching
- SIOP Strategies
- Differentiation
- Tier One Intervention
- Literacy Strategies

Accountability for Building-wide Instructional Practices

- Incoming new teachers and returning teachers receive well-defined expectations and directives:
  - lesson plans
  - Tier One interventions
  - parent communication
  - professional development requirements

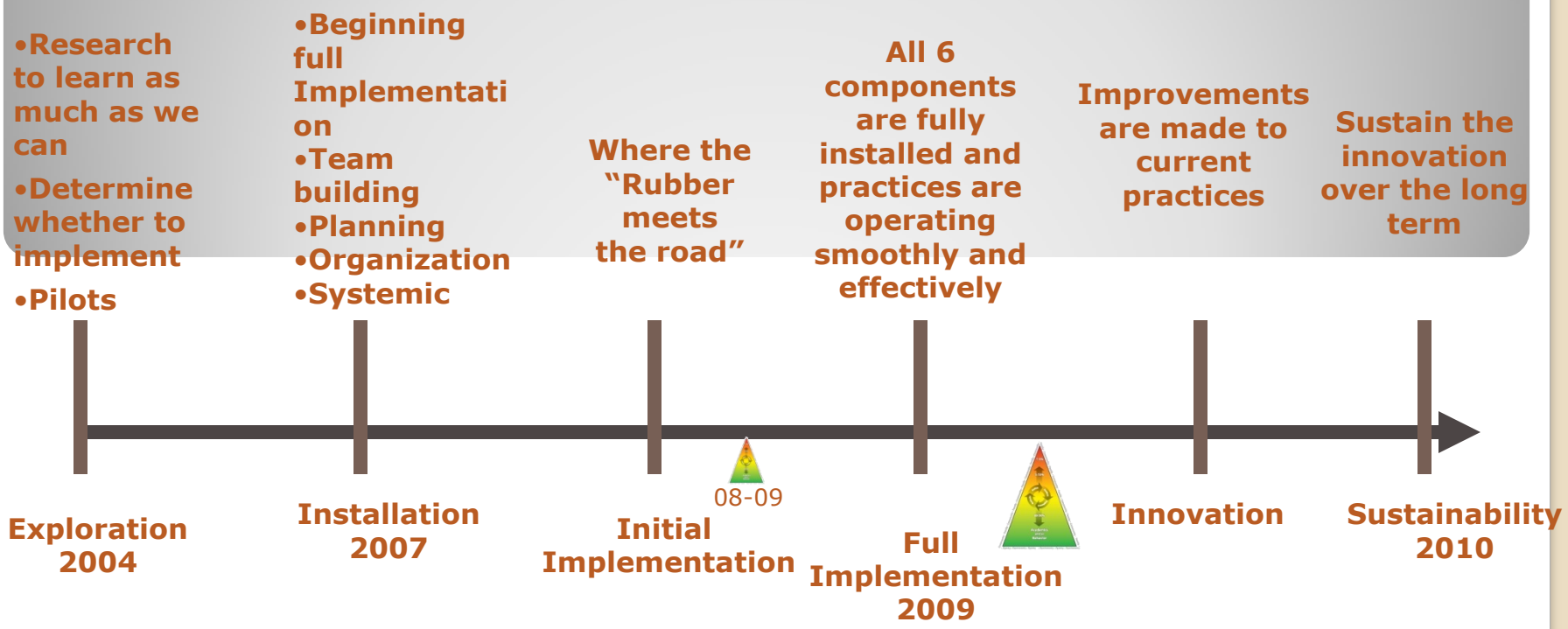
Accountability for Substantial Change

- Shake up the status-quo
- Hold everyone's feet to the fire
- Propose new ideas
- Operate from strong beliefs
- Tolerate ambiguity and dissent
- Talk research and theory
- Create explicit goals for change
- Define success in terms of goals

MCREL Meta-Analysis on Leadership

The world is changing.
Meet the future.

RtI Timeline for School District 11



Fixsen, D., Naoom, S., Blase, K., & Wallace, F. (2007, Winter/Spring). Implementation:
The missing link between research and practice. *The APSAC Advisor*, pp. 4–10.

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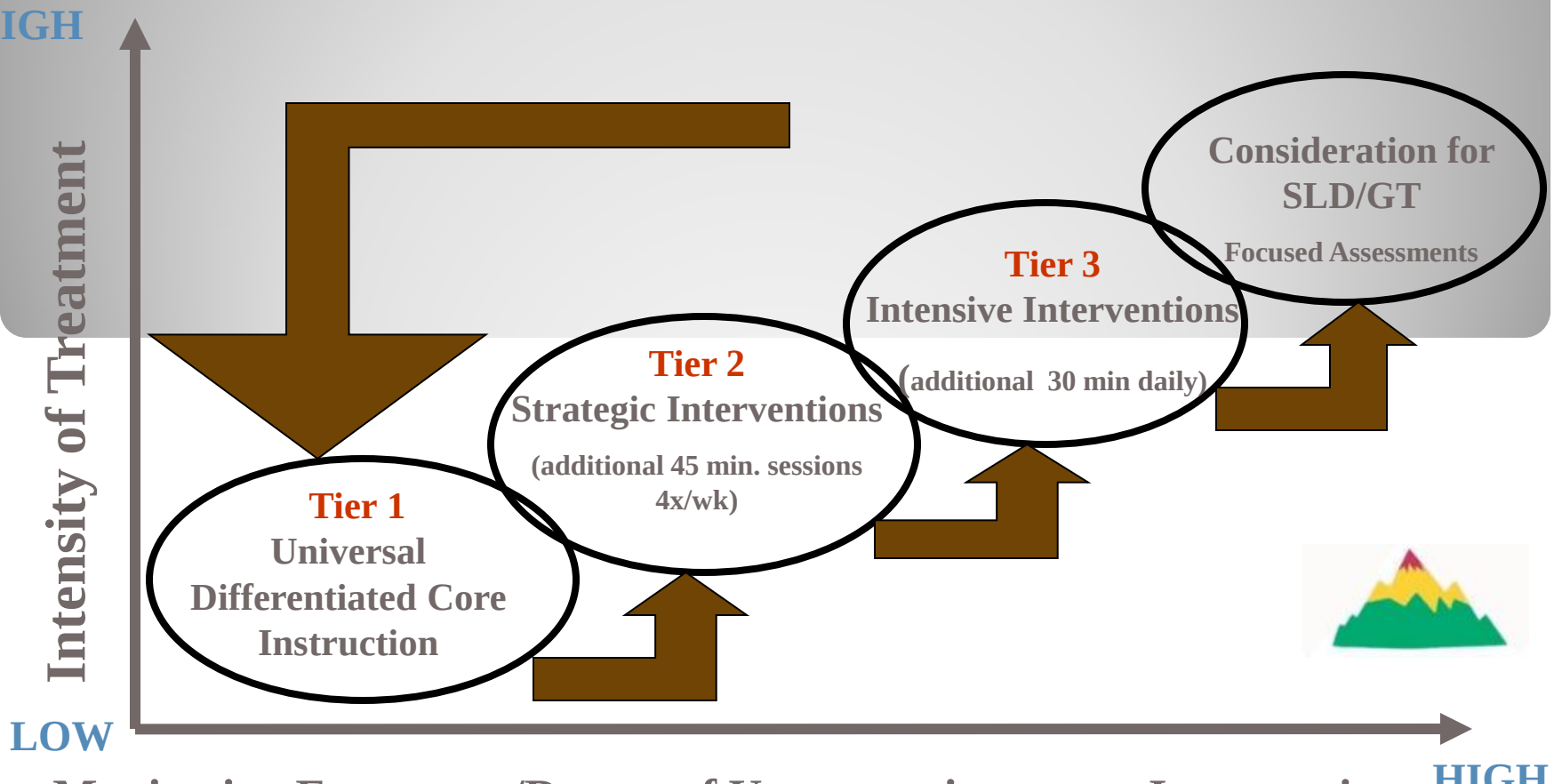
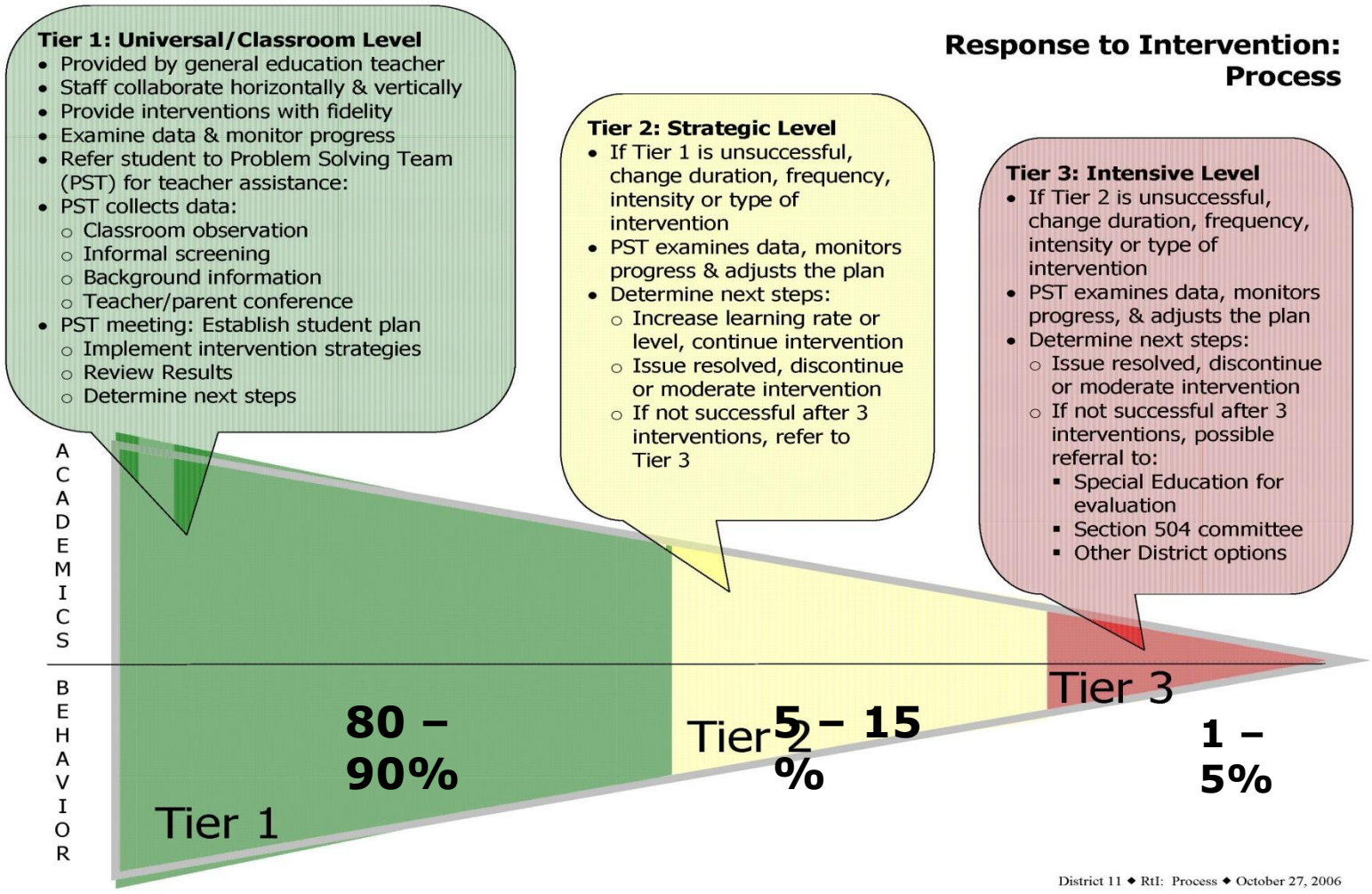
Response to Intervention Model
Colorado Mandate 2009

Process



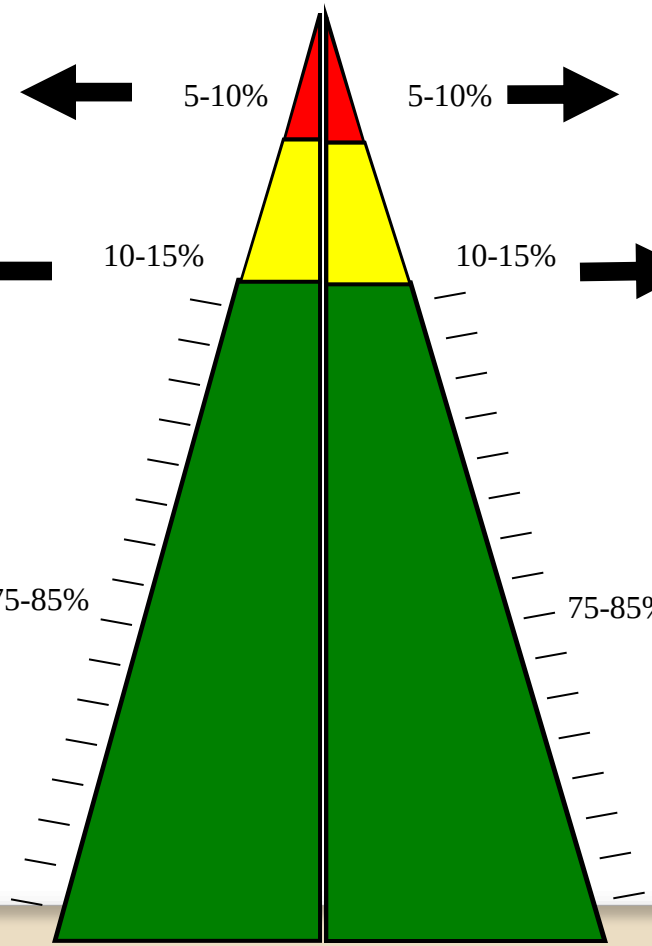

Response to Intervention: Process
Tier 1: Universal/Classroom Level
• Provided by general education teacher
• Staff collaborate horizontally & vertically
• Provide interventions with fidelity
• Examine data & monitor progress
• Refer student to Problem Solving Team (PST) for teacher assistance:
• PST collects data:
○ Classroom observation
○ Informal screening
○ Background information
○ Teacher/parent conference
• PST meeting: Establish student plan
○ Implement intervention strategies
○ Review Results
○ Determine next steps
Tier 2: Strategic Level
• If Tier 1 is unsuccessful, change duration, frequency, intensity or type of intervention
• PST examines data, monitors progress & adjusts the plan
• Determine next steps:
○ Increase learning rate or level, continue intervention
○ Issue resolved, discontinue or moderate intervention
○ If not successful after 3 interventions, refer to Tier 3
Tier 3: Intensive Level
• If Tier 2 is unsuccessful, change duration, frequency, intensity or type of intervention
• PST examines data, monitors progress, & adjusts the plan
• Determine next steps:
○ Issue resolved, discontinue or moderate intervention
○ If not successful after 3 interventions, possible referral to:
▪ Special Education for evaluation
▪ Section 504 committee
▪ Other District options
ACADEMICS
BEHAVIOR
Tier 1
80 – 90%
Tier 2
5 – 15 %
Tier 3
1 – 5%
District 11 ◆ RtI: Process ◆ October 27, 2006

Focus on CORE CURRICULUM

Enter a School-Wide Systems for Student Success

Academic Systems

Behavioral Systems



Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All students
- Preventive, proactive

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All settings, all students
- Preventive, proactive

PDSA

Plan

Do

The teacher will:

-Use "best instructional practices" to increase student learning.

Study

Act

TIER I: UNIVERSAL CORE CURRICULUM INSTRUCTION

Focus	All students grades K - 12
Program	Scientific-based instruction and curriculum emphasizing mastery of content standards
Grouping	Differentiated Instruction w/ flexible grouping
Time	60-90 minutes per day
Assessment	Baseline Spring CSAP & NWEA-MAP Tests (Measures of Academic Progress), Quarterly & Short-Cycle Assessments
Interventionist	General education teacher
Setting	General education classroom

Classroom Teacher's Guide to RtI and Progress Monitoring
TIER I

	Step 1	Step 2	Step 3
	UNIVERSAL CLASSROOM	**CLASSROOM TIER I INTERVENTIONS**	**GATHER AND ANALYZE STUDENT DATA**
WHO	**All Students**	**Struggling (or advanced) students**	**Students not progressing at Tier I**
WHY	General education classroom instruction meets the needs of 80% of students.	General education classroom teacher provides classroom supports to improve student progress.	General education classroom teacher uses data to identify specific skill deficits.
WHAT IS DONE	Universal instruction using standards-based curriculum, research-based instructional strategies and classroom differentiation strategies to meet the needs of all students	Small group instruction, curriculum modification, re-teaching, enrichment, additional help, other differentiation strategies	Hypothesize cause for lack of student progress as suggested by error analysis of work samples and multiple data points.
HOW ASSESSED	Universal screening (MAP, DIBELS) 3 times a year; Quizzes, unit tests, as appropriate with instruction	Monitor progress via quizzes, unit tests, DIBELs, probes or CBMs (AIMSWeb), as appropriate with instruction or intervention.	Analyze student work, quizzes, unit tests, DIBELs, probes or CBMs (AIMSWeb).
BY WHOM	General education classroom teacher	General education classroom teacher	General education classroom teacher
DOCUMENT	Instructional strategies; student results (grade book)	Individual student concerns and Tier I strategies.	Areas of concern, results of analysis, next steps in the *RtI Learning Plan* in EASy
ANALYZE	Identify students who are not achieving at projected academic skill potential (including advanced learners).	Chart individual student results and monitor progress relative to benchmark proficiency standards.	• Review other student work to identify trends • Analyze student universal screening data by strand or skill • Use Gap Analysis on benchmark data • Gather data on skills of concern vs. national norms
NEXT STEPS	Implement Tier I intervention in the classroom for students who are struggling or not sufficiently challenged.	Gather and analyze data for students who are not making sufficient progress.	• Consult with grade level team and building specialists • Consider standard protocol intervention • For complex situations, refer to Problem Solving Team

Tier One

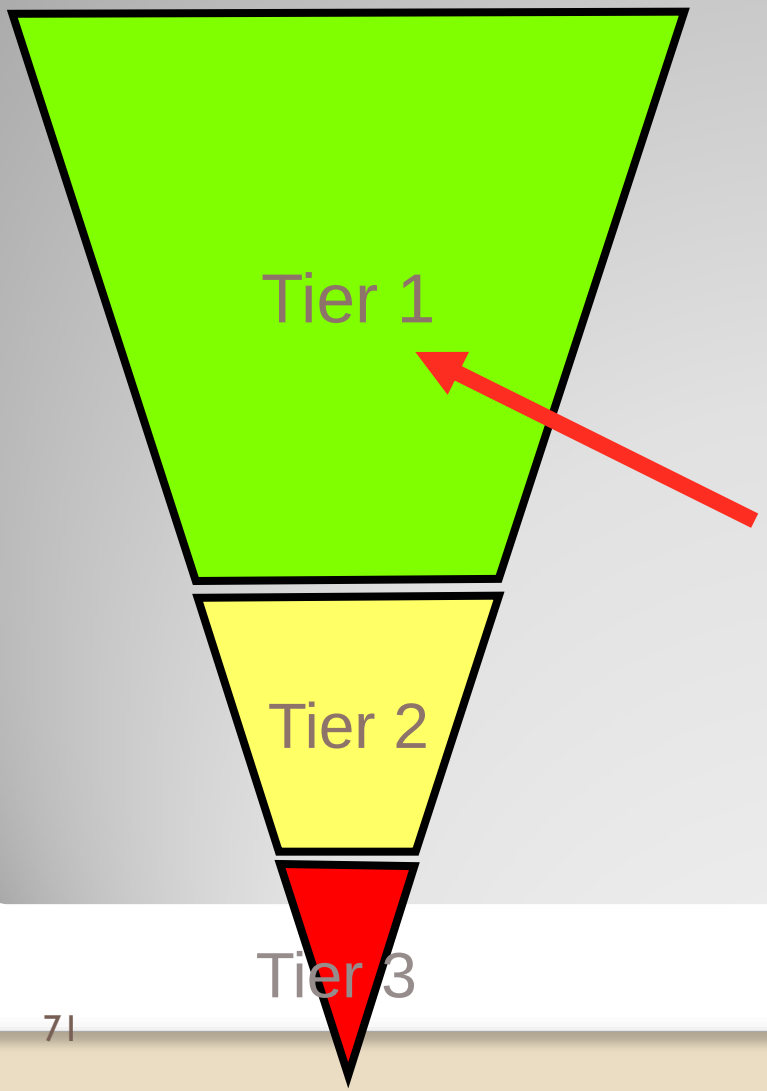
- Exemplars
  - Problem Solving Strategies
- Best Practices
  - Pikes Peak Literacy Strategies
  - Webbing/graphic organizers
  - McREL Strategies
  - Pre-AP Strategies
  - Cornell Notes
  - Marzano Vocabulary Strategies (Reading, Writing & Math)
  - CRA(A) – Concrete, Representation, Alternative or Accessible Algorithm, Abstract – Traditional Algorithm
  - Fact Families
  - Fact Strategies
  - Math Facts in a Flash
- Differentiation
- Writing Practices
  - Common Writing Rubric
  - Looking at Student Work
  - Six Trait & Step Up to Writing
  - Word Walls (Reading, Writing & Math)
  - Extended Writing
  - IVF Summaries
- Data Folders
    - Root Cause Analysis
  - Individual Literacy Plan
  - 504 Plans
- Behavior
  - Love and Logic

Tier One (continued)

- Other "Best Practices"
  - Study Island
  - CSAP Released Items
  - Reciprocal Teaching
  - Interactive Readers/ Daybooks
  - Math Mates
  - Flexible grouping
  - Double Accelerated
  - Extended Time
  - Curriculum Compacting
  - Extension opportunities
  - Orton Gillingham
  - Think/Pair/Share
  - Heterogeneous grouping for Direct Instruction
  - Fraction Nation
  - Destination Math
  - Math Journals

www.everydaymathonline.com
(specifically intervene skill gaps)

The Middle School and High School Solution: Improving Tier 1 General Education Content Area Instruction



- High Quality Syllabus
- High Quality Grading System
- Well-Designed Curriculum with a "Big Ideas" Focus
- Use of Teaching Routines and Learning Strategies
- Effective Strategies to Increase Engagement
- Effective Classroom Management
- Strategic Instruction Model (SIM)
- Common Assessments for Formative Evaluation and Screening

HOW CAN YOU STRENGTHEN TIER 1?

USIP Major Improvement #1:

Quality Tier 1 instruction for every student, every day, in every classroom through differentiated instruction

D11 Tier I Walk-Through Form

Teacher: _____

Observer: _____ Grade Level: ____ Student Count: ____

Date: _____ Subject: _____ Start time: _____ End time: _____ Start —— ⅓ —— ⅔ —— End

Focus on Learners & Relevance

Student Engagement

Authentically on task

Passive/compliant

Disengaged/disruptive

Whole class
- ☐ Asking & responding to questions
- ☐ Listening & note taking
- ☐ Participating in discussion
- ☐ Participating in guided practice

Small group or paired
- ☐ Students have defined responsibilities
- ☐ Students contribute to peers' success
- ☐ Collaboratively producing a product
- ☐ Collaboratively problem-solving
- ☐ Participating in discussion
- ☐ Presenting

Individual
- ☐ Independently producing a product
- ☐ Independently solving a problem
- ☐ Independent practice/application
- ☐ Presenting
- ☐ Silent reading
- ☐ Writing activities
- ☐ Researching information

Level(s) of student work
- ☐ Remembering
- ☐ Understanding
- ☐ Applying
- ☐ Analyzing
- ☐ Evaluating
- ☐ Creating

Focus on Instruction & Rigor

Posted learning target(s)
☐ Guiding question(s) ☐ Learning/behavioral objective(s) ☐ State indicator(s)

Evidence of Lesson Plan: **Evidence of Fidelity to the Core:**

Instructional Practices & Strategies

Evidence of differentiated …
- ☐ Content ☐ Skill development
- ☐ Learning process ☐ Support
- ☐ Student product ☐ Timelines

Evidence of Lesson Design
- ☐ Alternating whole & small group activity
- ☐ Effective, efficient transitions
- ☐ Flexible, fluid groupings
- ☐ Equitable student participation

Evidence of Direct Instruction
- ☐ Modeling ☐ Scaffolding
- ☐ Think-alouds ☐ Guided practice
- ☐ Re-teaching ☐ Lecture
- ☐ "I do, we do, you do"
- ☐ Mini-lesson/focus lesson (5-7 mins)
- ☐ Presentation using media

Classroom discussion
- ☐ Student-lead discussion/presentation
- ☐ Socratic seminar
- ☐ Teacher-directed Q & A

Remembering		Analyzing	
Understanding		Evaluating	
Applying		Creating	

Checks for learning/understanding
- ☐ Verbal questioning
- ☐ Monitoring student practice
- ☐ Class voting/show of hands
- ☐ Writing to learn activity
- ☐ Homework check
- ☐ Formative quizzing

Research-informed strategies
- ☐ Identifying similarities & differences
- ☐ Generating/testing hypotheses
- ☐ Summarizing note-taking
- ☐ Reinforcing effort/providing recognition
- ☐ Using nonlinguistic representations
- ☐ Using homework effectively
- ☐ Providing constructive feedback
- ☐ Using advance organizers/cues
- ☐ Using cooperative learning
- ☐ Vocabulary instruction (six-step model)
- ☐ Think-pair-share
- ☐ Reciprocal teaching
- ☐ Sheltered instruction strategies

Embedded Literacy
- ☐ Writing across the curriculum
- ☐ Reading in content areas
- ☐ Components of writer's workshop
- ☐ Read-write connection

Instructional Materials/Technology
- ☐ Manipulatives/hands-on materials used
- ☐ Commercial materials are used
- ☐ Teacher-produced materials are used

Evidence of technology use
- Interactive whiteboard
- Presentation station/document camera
- Internet resource
- Instructional software
- Handheld technology
- Use of student computer stations

Focus on Environment & Relationship

Seating arrangement
- ☐ Rows ☐ Pairs ☐ Groups
- ☐ Horseshoe ☐ Circle ☐ Other

Classroom Appearance
- ☐ Organized, neat & uncluttered
- ☐ Learning goals/data is displayed
- ☐ Student work is displayed/recognized
- ☐ Other visuals support learning

Classroom management
- ☐ Safe & orderly environment
- ☐ Routines & procedures are evident
- ☐ Evidence that students understand expectations
- ☐ Evidence that students share responsibility for effective operations
- ☐ Positive behavior is reinforced
- ☐ Negative behavior is addressed through re-teaching
- ☐ Teacher "occupies the entire classroom"
- ☐ Teacher manages/monitors many activities simultaneously
- ☐ Teacher manages proactively & calmly
- ☐ Teacher effectively manages disruptions
- ☐ Teacher displays energy & enthusiasm
- ☐ Time is used effectively & efficiently

Classroom relationships
- ☐ Respectful, positive student–teacher relationships are evident
- ☐ Students demonstrate mutual respect
- ☐ Students are comfortable sharing ideas, questions, concerns, or needs
- ☐ Evidence of cultural competence
- ☐ Evidence of celebrating student success

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_____

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_____

Individual

_____

Level(s) of student work

_____

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Evidence of Lesson Design

Evidence of Direct Instruction

Classroom discussion

Remembering		Analyzing	
Understanding		Evaluating	
Applying		Creating	

Checks for learning/understanding

Research-informed strategies

Embedded Literacy

Instructional Materials & Technology Use

Focus on Environment & Relationship

Seating arrangement

_____

Classroom Appearance

_____

Classroom management

_____

Classroom relationships

_____

RTI – not just about interventions

- When we see a student struggling, our first instinct is often to figure out what interventions we might provide
- But in an RTI system, we want to examine all the data (a rationale for universal screening) and see how well, in general, students are doing with the Core Curriculum or Tier I

Considerations for strengthening the core

- Adopt the belief that "all the students are all our responsibility" – we must work more efficiently and share our expertise so that more students will be successful -
- Reminder that materials do not equal curriculum – while the materials we use are very important a curriculum is broader and includes standards and instructional strategies.
- If it isn't clear which aspects of the curriculum are proving to be difficult, conduct informal assessment to determine skills strengths and weaknesses, and look for patterns across students

Core Curriculum Map

LANGUAGE ARTS DISTRICT CONSENSUS MAP

Agreed-upon curriculum identified by teachers and administrators that determines which elements must be consistently taught by all teachers in a course or subject and where flexibility will be critical.

6TH GRADE

Quarter 1
/Module 1

Big Idea/ Enduring Understanding	Grade Level Expectations	Essential Questions	21st Century Skills			Student Outcomes: Student will know and be able to do
			Inquiry Questions	Relevance and Applications	Nature of the Discipline	

What are Evidence-Based Literacy Practices?

- National Reading Panel [2000], Put Reading First [1998], Adams [1990] - a convergence of evidence that these 5 elements must be present
  - Phonemic awareness
  - Phonics/word study
  - Fluency
  - Vocabulary
  - Comprehension

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Elementary Literacy

- **Instructional Practices**
- **Fidelity to the core curriculum – with fidelity to good instruction**
  - 90 minute reading block
  - Direct, explicit instruction
  - 100% engagement
- **Intervention time beyond the reading block**
- Tony may have started kindergarten two years behind his peers; a 90-minute block will not catch him up; he may need 120-180 minutes of direct reading instruction every day to catch up.

Annual Growth
for all students
Catch-Up Growth
for those who are behind

- Tony is a bright kid with an above-average IQ and good reasoning skills
- He started in kindergarten two to three years behind his peers in reading
- Tony's kindergarten curriculum did not focus on letter recognition, phonemic awareness or phonics
- By high school Tony is reading at a 6th grade level
- Tony has figured out that there is no correlation between working hard and doing well. When a child doesn't read there is virtually no correlation.
- Tony needs 180-240 minutes of direct reading instruction per day instead of the 60 minute, 3 reading-level group format

Annual Growth for all Students, Catch-up Growth for Those Who Are Behind, The New Foundation Press, Inc. 2007

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Secondary/ Adolescent Literacy

Reading in the Content Areas

Consistent use of Tier 1 instructional practices across grade levels and across the curriculum includes

Before: setting a purpose, activating background knowledge, making connections

During: visualizing, posing questions,

After: summarizing, Socratic Seminar, discussion

Writing and quality **writing instruction** are key elements to increasing student reading achievement

National Math Panel

- Report released in 2008
- Some findings:
  - preK-8 curricula should be streamlined and emphasize well-defined critical topics
  - A combination of teacher directed vs. student directed instruction - not one way or the other way
  - Must have conceptual understanding, procedural fluency, and automatic and effortless recall of facts.
  - Must have conceptual understanding of fact fluency and standard algorithms.

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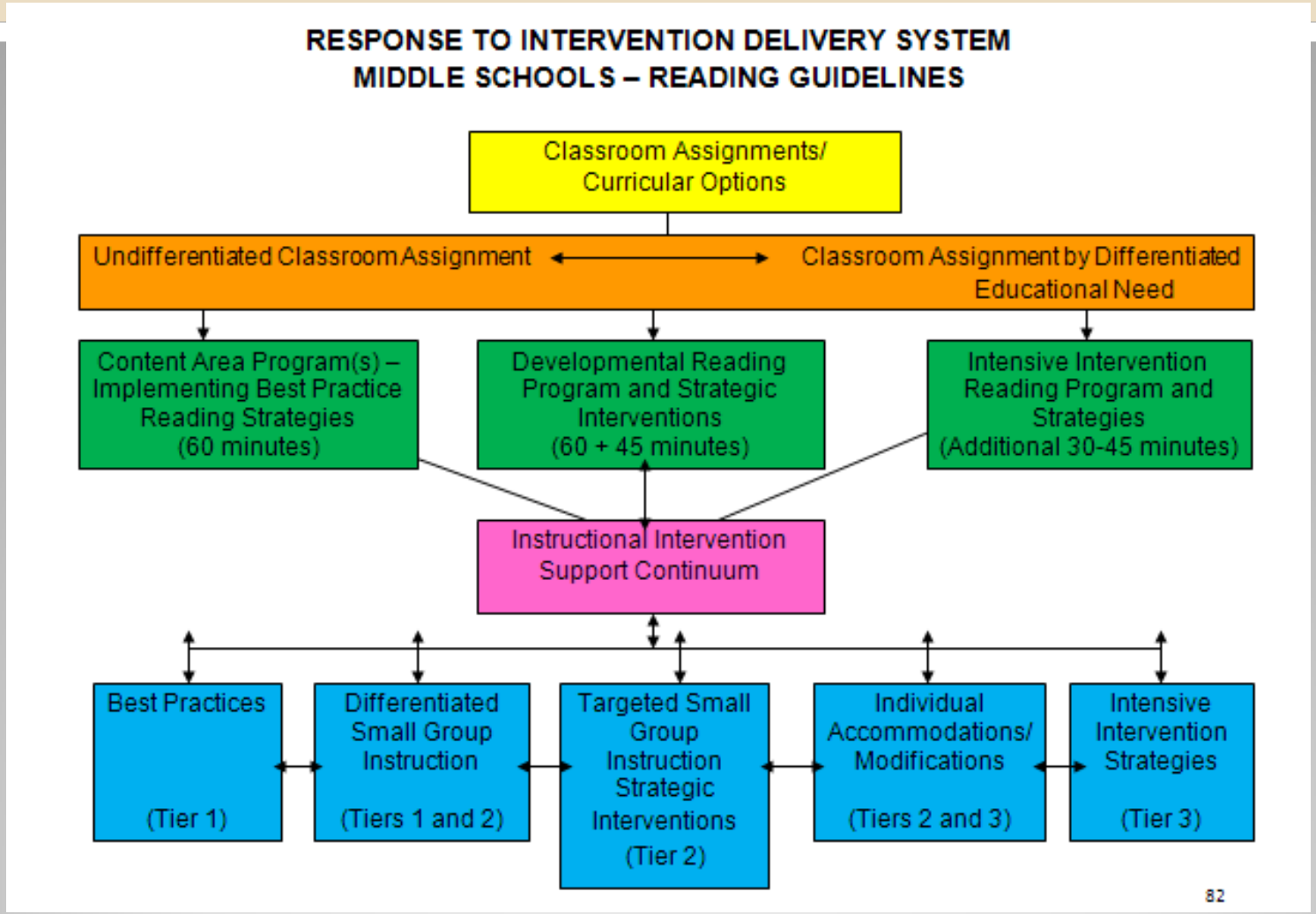
Secondary/ Interventions

- **Research-based secondary interventions**
- Comprehension or decoding weaknesses? The answer informs how we intervene:
  - Tier I: differentiate instruction to develop comprehension
  - Tier II and III interventions: a complexity of weaknesses
  - Reading "mastery" classes
  - SuccessMaker (45 minutes-4times/week based on strand)
  - Language! (90 minutes/day, ELL and Special Education)
  - Read 180 (90 minutes/day, comprehension focus)
- Moving students from where they are to where they need to be.



3 Tiered Model Matrix for Middle School Reading